



2021-2023 Title I, 1003 ESF-Focused Support Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, April 21, 2021

NOGA ID

Authorizing legislation

This LOI application must be submitted via email to **loiapplications@tea.texas.gov**.

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, April 21, 2021**.

Grant period from

Pre-award costs permitted from

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
 2. Pathway 1: Pathway 1 Supplemental Pathway Attachment
 3. Pathway 2: Pathway 2 Supplemental Pathway Attachment
- NOTE: All applicants MUST submit an appropriate Supplemental Pathway Attachment for EACH CAMPUS on behalf of which the applicant is applying.**

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN Campus ESC DUNS

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

Shared services arrangements (SSAs) are NOT permitted for this grant.

Number of Campuses Included in this Application

Pathway 1

Pathway 2

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2021-2023 Title I, ESF-Focused Support Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2023 Title I, ESF-Focused Support Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that they accept and will comply with the requirements of [Every Student Succeeds Act Provisions and Assurances](#).
- 6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- 7. Title I served Federally Identified campuses awarded this grant will engage in the Effective Schools Framework (ESF) continuous improvement process and create a plan to be submitted to TEA that addresses the selected pathway aligned to the Essential Actions (EA) from the ESF.
- 8. The applicant ensures it will notify the Vetted Improvement Program provider of intent to apply and, if awarded, will work in good faith with the Vetted Improvement Program.
- 9. For all pathways, the applicant will budget at least the minimum amount indicated in the Budget Object Code 6200 - Profession and Contracted Services.

Statutory/Program Assurances, cont'd.

- 10. The applicant will identify a campus leader, on each awarded campus, who will be responsible for managing the grant project.
- 11. The applicant will provide access to TEA and its Vetted Improvement Partners for on-site visits to the district and campus(es) as appropriate.
- 12. The applicant will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
- 13. The applicant provides assurance it will participate in all grant requirements including but not limited to an ESF Self-Assessment, and ESF Diagnostic, developing a web-based improvement plan, submission of funding and pathway progress reports.

Summary of Program

1. Describe how the LEA will support campus(es) in carrying out school support and improvement activities, including how the LEA will develop a web-based improvement plan for the eligible campuses selected for this grant.

As the DCSI, I've worked with the Campus Principal and his Instructional Leadership Team on this Targeted support campus to complete the ESF Self-Assessment, which showed a need for growth in Lever 5, Effective Instruction, specifically 5.1 "Objective-Driven Daily Lesson Plans with Formative Assessments" and 5.3 "Data-Driven Instruction." Based on those results, the campus will seek TIL training on "Lesson Alignment and Formative Assessment," as well as "Data-Driven Instruction." The campus's lesson plans are not data-driven, nor do they contain formative assessments in a deliberate, focused manner. Veteran teachers provide less specificity and new teachers or alt-cert teachers lack the background and training necessary for effective lesson planning. These gaps create both horizontal and vertical alignment issues, as well as inequity in classrooms. The district will support the campus by actively participating in all facets of the TIL training. As the DCSI, I'm also working with a Comprehensive Support campus in the district overseeing the SI grant and actively participating in the TIL training on that campus. I provide principal coaching, attend all meetings, contribute to the TIP plan, and although we only upload based on TEA deadlines, we meet weekly or biweekly to monitor and adjust the desired outcomes, address barriers during the cycle, and review action steps. The district is a subscriber to 806Technologies and currently uses that program for the District Improvement Plans, as well as the Campus Improvement Plans. In addition to Plan4Learning and the CIP template, the district uses GSuite and will be able to maintain monitoring of the action steps and will develop an "TMS ESF-TIL" calendar in Google to keep all parties aware of and participating in school improvement. The applying campus is a Title 1 served campus (schoolwide) with approximately 2 administrators, 40 teachers, and 600 students. We believe the kind of professional development and instructional leadership coaching provided by TIL will directly improve not only student achievement, but also classroom equity, as well as teacher recruitment and retention. The district currently has in place high-quality formative assessments through TEKS Resource System and Implementing TRS, and the district provides data disaggregation programs that provide detailed reports in a timely manner for all stakeholders. With these foundational programs in place, receiving this grant would help align all systems and strengthen their use in classroom instruction.

2. Describe how the LEA will monitor schools receiving the ESF-Focused Support Grant, including how the LEA will: (a) Monitor a web-based improvement plans upon submission and during implementation, and (b) Implement additional action following unsuccessful implementation of such plan after the first year of the grant cycle.

The DCSI will monitor the campuses receiving the grant through the 806Technologies platform, as well as applicable GSuite applications throughout the grant period as required, but also be an integral part of the campus team meeting weekly, biweekly, monthly, etc. as needed. The campus team will follow the TIP format of developing desired outcomes, addressing barriers, and creating action steps to align with meeting those goals. With fidelity to the TIL training, scheduled monitoring, and timely necessary adjustments, our belief is that we will be successful. If, however, at the end of the first grant cycle, the campus has not been successful in meeting its goals, the district, with support from Region 4, will determine what factors contributed to the lack of success and make adjustments accordingly. As a small, rural school, flexibility in professional development, master schedule, etc. will not be a barrier to the campus success. We are committed to growth and to providing leaders with the support needed to attain that growth.

Goals, Objectives, and Strategies, Performance and Evaluation

1. Describe how the LEA will modify, as appropriate, practices and policies to provide operational flexibility to the awarded campus, that enables full and effective implementation of the Effective Schools Framework Essential Actions aligned web-based Improvement Plan.

The district will make any necessary changes to professional development calendars, master schedules, and job descriptions, as well as add auxiliary staff if needed to ensure that the Campus Principal and the Instructional Leadership Team have the resources needed to strengthen Lever 5, Effective Instruction. The district will continue to provide quality curriculum and resources via TEKS Resource System, Lead4Ward, and DMAC, etc. The district has worked closely with Region 4-TIL on a Comprehensive Support campus with great success and will continue to follow their advice and recommendations and adjust accordingly. For the Comprehensive Support campus, all stakeholders including the DCSI, Campus Principal, Assistant Principal, Instructional Interventionists, and Team Leaders were trained in ESF and comprised the Instructional Leadership Team who received Region 4-TIL coaching and transferred that learning to all teams. Essential actions such as master scheduling time, structured data-driven PLC meetings, shared calendars, etc. helped to create successful implementation. The same flexibility for meeting the campus needs will be afforded to the Targeted support campus. As a small, rural district, our policies and procedures are easily adjusted based on best-practice. As the only middle school in the district, the DCSI and Campus Principal will be able to readily adjust practices and policies. For the 2021-2022 school year, the Campus Principal has already been able to create a master schedule providing time for DDI PLC meetings, as well as time for lesson plan collaboration.

Budget Narrative

1. Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

The proposed budget includes the pricing quoted from the Region4-TIL team for a 30 person team (DCSI, Campus Principal, and Instructional Leadership Team) of professional development at a cost of \$51,150 per year for both years; \$108 of supplies per team member per year (30); and \$9,000 per summer per year for professional development training paid to 20 teachers working 3 days per year over their contracted days the first year only. Additional professional development in 2022-2023 can be scheduled accordingly in the district calendar. The goal for this 2-year sustained, professional development will be to have all teachers creating effective lesson plans, receiving constructive feedback from their instructional leaders, and using action planning to adjust lessons for reteaching as needed based on data. The campus currently utilizes PLC meetings to engage in DDI discussions and campus leaders do review lesson plans to provide feedback; however, direct instruction and training for all parties will build capacity in our instructional team and improve effectiveness of the meetings and feedback. Similarly, the primary school campus uses its SI grant money to pay teachers for extra duty pay when training outside of contracted days, allocates a percentage of the funds to supplement their reading intervention team with a part-time reading interventionist, and uses their supply funds to supplement quality resources in classrooms. The district reserves none of the funds for administrative purposes and will spend all grant funds on developing instructional leaders and improving effecting instruction in the classroom.

Budget Narrative, cont'd.

2. Describe how the LEA will align other Federal, State, and local resources to carry out the activities supported with funds received under this grant.

The district adheres to the "Supplement, Not Supplant" methodology and has only one campus serving each grade level group (pk-3; 4-5; 6-8; 9-12) and uses Federal, State, and local funds currently to provide a strong foundation for Effective Instruction at all campuses by keeping class-sizes on average below 22:1; providing access to quality curriculum and resources, ie TEKS Resource System; providing data-disaggregation programs, ie DMAC. With most grants, if not all, the district sends 100% of the funds to the campus level so that every dollar directly impacts teachers and students via quality programs, professional development, and resources.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group Barrier

Group Barrier

Group Barrier

Group Barrier

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section

Reason for Amendment